

individual student. These sheets are filled in after each session noting what was covered, materials used, and indicating the follow up.

The director not only observes the tutoring sessions, but also looks over the strategy sheets and progress notes. She also keeps in contact with the parents, students, and the tutor to monitor the progress the student is making.

The director is also responsible for the evaluation of each staff member. The employee performance evaluations is a time to sit down together and assess areas of strength and weakness, and also plan for the employee's professional development. This gives the staff member an opportunity to express expectations or suggestions that will improve our services as well.

We are confident that our staff will be able to meet all of the requirements of the No Child Left Behind Act. We will hire more certified teachers as the need arises.

Rubric 3 - Program Effectiveness

Teacher-tested and standards-based lessons and activities can help to make the learning process meaningful, relevant, and successful for all students.

Summaries of test results

Case I: Ben is an L.D. student and was just beginning fourth grade when he was brought in for an assessment. The following chart shows the scores on the initial assessment and also the scores after twenty-four sessions of tutoring.

Woodcock Reading Mastery

Area Tested	Pre-Evaluation	Post-Evaluation
Word Identification	1.9	2.6
Word Attack (Phonics)	1.4	1.9
Word Comprehension	1.4	3.0
Passage Comprehension	1.5	3.0
Basic Skills	1.7	2.3
Reading Comprehension	1.5	2.9
Total Reading	1.6	2.8

Ekwall Reading Comprehension

	Pre-Evaluation	Post-Evaluation
Grade Level	1 st grade	3 rd grade
comprehension orally	50%	90%
comprehension silently	-	60%

Ben worked with phonics, reading comprehension, and learning strategies. The phonics program helped him with specific speech concerns and with reading. Improvement was noted by his classroom teacher especially in the areas of self-confidence and communication skills. Ben is a continuing student.

Case II: Ethan had finished seventh grade when his parents brought him to the Learning Center for a measurement. He completed twenty-four sessions, had a post-evaluation, and is a continuing student.

Woodcock Reading Mastery

Area Tested	Pre-Evaluation	Post-Evaluation
Word Identification	6.1	7.5
Word Attack (Phonics)	3.4	5.9
Word Comprehension	7.5	11.7
Passage Comprehension	6.1	7.3
Basic Skills	5.3	6.8
Reading Comprehension	6.8	9.7
Total Reading	6.0	7.9

Ekwall Reading Comprehension

	Pre-Evaluation	Post-Evaluation
Grade Level	6 th grade	7 th grade
comprehension orally	65%	90%
comprehension silently	60%	75%

Reversal tendencies and eye tracking issues were addressed with progress in both areas. Visual activities contributed to improvement of reading and writing skills.

Case III: Keely was at the end of second grade when her parents contacted us. The school had recommended retaining her. She attended twice a week for the summer. We did not start her with a measurement as her reading skills were too low. The scores are after her first package of twenty-four sessions and then again after a second package.

Woodcock Reading Mastery

Area Tested	First Evaluation	Second Evaluation
Word Identification	2.3	2.9
Word Attack (Phonics)	1.8	2.8
Word Comprehension	2.3	3.2
Passage Comprehension	2.2	3.0
Basic Skills	2.1	2.9
Reading Comprehension	2.3	3.2
Total Reading	2.3	2.9

Ekwall Reading Comprehension

	First Evaluation	Second Evaluation
Grade Level	2 nd grade	3 rd grade
comprehension orally	60%	85%
comprehension silently	60%	80%

The school did not retain her. She has steadily improved both here and in the classroom. The classroom teacher is pleased with her progress and also her attitude and self-confidence. She is very much a part of the classroom this year.

The Learning Center has a comprehensive library of grade appropriate materials and activities in the areas of language arts, reading, reasoning skills, phonics, study skills, mathematics, grammar, and vocabulary building. Examples of some of the materials we use during the sessions are:

- Reading Comprehension, Early Reading and Language Arts - Steck Vaughn series
- *Visualizing and Verbalizing* by Nanci Bell and Phyllis Lindamood
- Vocabulary, Language, and Grammar - Lingui Systems
- Reading and Critical Thinking - Educational Design series and Lingui Systems

- Phonics - Learning Center Program
- Study Skills - Lingui Systems and McGraw Hill
- Mathematics books - Steck Vaughn and Scott Foresman
- *Math with Pizazz* - Creative Publishing
- Integrated Visual Learning Program - IVL Visual Learning Procedures Manual

We also encourage students to bring in their classroom textbooks so the tutoring sessions are consistent with instruction at their local schools.

The entire staff has been trained in the Integrated Visual Learning program. This program integrates visual procedures with learning skills and helps the student to become a more successful learner.

Rubric 4 - Evaluation/Monitoring

We administer assessment tests (Woodcock Reading Mastery and Ekwall Reading Comprehension) at the beginning of the reading comprehension program in order to identify the needs of the student. We also give a post-evaluation at the end of the twenty-four sessions to assess student growth. The results of the measurement are shared with the parents and the classroom teacher. An assessment for the IVL program is also given at the beginning of the reading comprehension program.

The tutors also consistently monitor for progress throughout the program. The students are encouraged to bring in worksheets, textbooks, tests, and grades from the classroom so that we can address their classroom needs in our sessions. We meet with the parents *weekly* to discuss how the students are using the strategies and study skills in the classroom and with their homework. A telephone contact is made with the classroom teacher so that we can coordinate our program with what the student is doing in the classroom. Students are also encouraged to bring in their planner.

Since the tutor meets *one-on-one* weekly with the student, they are always aware of the progress. Progress notes are written following each session. The tutors regularly monitor progress by using the Ekwall Reading Inventory and timed worksheets during the sessions as a progress check.

The tutor meets weekly with the parents to keep them aware of the progress and what we are working on with the student. That also gives the parents a chance to communicate their concerns and observations to the tutor.